**GTM   
\*classical method / prussian method   
\*literature and the fine arts   
\*exercise mental muscle   
\*translation   
\*deductive,explicit grammar   
\*language equivalents   
\*memorization   
\*written texts   
\*questions about culture   
\*composition   
\*first\_\_\_\_reading-writing and grammar-vocabulary   
\*teacher\_\_\_\_authortiy   
\*student\_\_\_\_passive**   
  
  
**DIRECT METHOD   
\*demostration   
\*visual aids,relias   
\*integrative texts   
\*no L1   
\*no translation   
\*inductive,implicit grammar   
\*situations,topics   
\*everyday culture   
\*dictation   
\*map drawing   
\*paragraph writing**   
  
  
**ALM\_\_\_audio-lingual method   
  
\*stimulus+response+reinforcement   
\*repitition\_\_\_good habit   
\*error-free   
\*dialogues,drills   
\*teacher-centred   
\*conditioning   
\*context   
\*pattern practice   
\*structural patterns   
\*overlearn   
\*sound system   
\*minimal pairs   
\*teacher\_\_\_orchestra leader   
\*students\_\_\_imitators**

**SILENT WAY   
\*inner cirteria   
\*rely on each other   
\*students' perception   
\*peer correction   
\*progression, not perfection   
\*student attention   
\*self-correction   
\*no homework   
\*linguistic structures   
\*4 skills   
\*L1 var   
\*structured feedback   
\*sound,pronunciation,implicit grammar   
\*learning at different rates   
\*errors are necessary to learning   
\*öğretmen\_\_\_öğrenci öğrenci\_\_\_dil üzerine çalışır   
\*teaching değil learning önemli   
\*learners are active   
\*teacher\_\_\_technican / engineer   
\*charts**   
  
  
**DESUGGESTOPEDIA   
\*psychological barriers   
\*cheerful environment   
\*peripheral learning   
\*trust / respect   
\*songs   
\*positive suggestions   
\*conscious / subconscious plane   
\*native language translation   
\*dramatization   
\*infentilization   
\*errors are corrected gently   
\*new identity   
\*everyday communication   
\*explicitly but minimal grammar   
\*vocabulary,grammar,speaking   
\*teacher\_\_\_authority** 

**COMMUNITY LANGUAGE LEARNING   
\*learning is persons   
\*learning is dynamic and creative   
\*language for communication   
\*building community   
\*accepting atmosphere   
\*nondefensive   
\*L1 var   
\*initiative and independence   
\*nondefensive learning\_\_\_-security,-aggression,-attention,-reflection,-retention,-discrimination   
\*choice   
\*nonthreatening   
\*teacher-student centred   
\*grammar,pronunciation,vocabulary   
\*human computer   
\*teacher\_\_\_\_counselor**

**TOTAL PHYSICAL RESPONSE   
\*actions,commands   
\*learner response   
\*chunks   
\*understanding before speaking   
\*low anxiety   
\*demonstrate,modeling,performing   
\*lifestyle of people   
\*novelty   
\*corection in an unobtrusive way   
\*spoeken language   
\*tolerance of errors in the beginning   
\*introduction is in L1   
\*fun   
\*teacher\_\_\_\_director   
\*student\_\_\_\_imitator**   
  
**COMMUNICATIVE LANGUAGE TEACHING   
\*language at he discourse and suprasentential level   
\*social context   
\*real language use   
\*authentic language   
\*cohesion,coherence   
\*4 skills   
\*scrambled sentences   
\*picture strip   
\*functional syllabus   
\*judicious use of L1   
\*games   
\*teacher\_\_\_\_facilitator   
\*student\_\_\_\_communicator**   
  
  
**CONTENT-BASED APPROACH   
\*subject matter   
\*scaffolding   
\*contextual clues   
\*authentic material and tasks   
\*adjunct model   
\*academic course   
\*sheltered language   
\*communicative competence   
\*specific content   
\*related language skills   
\*process writing and journal keeping**

**TASK-BASED APPROACH   
\*clear outcome   
\*jigsaw task   
\*authentic and meaningful tasks   
\*procedural task   
\*padegogic task   
\*real-world task**   
  
  
**PARTICIPATORY APPROACH   
\*ongoing context   
\*experience-centred   
\*collaborative investigations   
\*real communication**   
  
  
**LEARNING STRATEGIES   
\*learning experiences   
\*to teach language and learning   
\*hands-on experience   
\*self-assessment   
\*transferring knowledge   
\*continuing to learn**   
  
  
**COOPERATIVE LEARNING   
\*positive interdependence   
\*mixed groups   
\*sharing responsibility and accountability   
\*academic and social purposes**